



## Student Engagement Matrix Guidelines (Updated 17 May 2011)

### Purpose

The Engagement matrix is designed to provide a snapshot of the levels of engagement of a young person in areas which affect their ability to be successful in learning.

It is used as part of the process to refer a young person to an ICAN or Mentoring program.

Then, once a case manager, school staff member or youth worker is assigned to work with the young person, the information about levels of engagement is used to help plan appropriate intervention and support programs.

Also, the matrix allows information to be recorded about any changes in levels of engagement over time.

### Dimensions

Levels of engagement are assigned for each of three dimensions: Wellbeing; Relationships; and Involvement in Learning. Although these dimensions are related, considering them separately gives a more complete picture of the young person's engagement. No attempt is made to combine the results for the three dimensions.

### Levels

Each dimension has five different levels, ranging from Significantly disengaged through to Extremely engaged. There are possible indicators for each level, grouped under different aspects of that dimension.

The user assigns one overall level for each dimension by choosing the set of indicators, which best applies to the young person. Not all indicators for a particular level will necessarily apply to the young person at any one time.

### Involving the young person in assigning their engagement

Some users may choose to discuss the indicators and levels with the young person concerned. This may be because they do not yet know enough about the young person to assign levels of engagement or they want to use the matrix as part of a 'getting to know them' activity.

Regardless of whether or not the young person is involved in discussing their levels of engagement, the case manager, school staff member or youth worker is responsible for determining the levels of engagement and must make their own professional judgements and assign levels on their own.

### Frequency of use

The matrix is initially used as part of the referral process. In addition, the case managers, school staff member or youth worker assigns levels **twice each year** for young people in ICAN and Mentoring programs. In 2011, this will be in Terms 2 and 4 (or Terms 3 and 4 if they enter the program later in the year.)

### Change in levels over time

There should be no expectation that a young person's engagement will necessarily increase over time; it may increase, decrease or stay the same over a particular period.

### Keeping records

Levels are recorded on the sheet at the end of the Engagement matrix. If a case manager or youth worker assigns Engagement matrix levels, the results will be retained in the case notes, but a copy must be forwarded to the school contact person.

The school is responsible for entering all Engagement matrix levels onto EDSAS.

	Five Levels of Engagement				
Aspects ↓	Significantly disengaged	Partly disengaged	Moderately engaged	Very engaged	Extremely engaged
<b>Dimension 1: Wellbeing</b>					
<b>Emotional condition</b>	Appears to be anxious, very unhappy or edgy.	Appears to be unhappy some of the time.	Appears to be moderately happy and optimistic.	Appears to be happy, relaxed and optimistic.	Appears to be happy most of the time and may be able to cheer up others.
<b>Physical condition</b>	Is often unwell.	Has limited vitality and enthusiasm.	His/her energy levels are variable.	Generally has high energy levels.	Is very vibrant and highly energetic.
<b>Confidence</b>	Lacks confidence.	Has little self belief and confidence.	Sometimes shows confidence and belief in her/himself.	Mostly shows belief and confidence in him/herself.	Almost always shows belief and confidence in her-/himself.
<b>Locus of control</b>	Struggles to control behaviour and emotions; easily loses temper.	Shows moderate control of emotions and behaviour in some situations; sometimes acts impulsively.	Generally controls behaviour and emotions most of the time.	Almost always displays self-control.	Never loses self-control in difficult situations; thinks before acting.
<b>Goal-setting</b>	Struggles with setting goals.	Goals are small and short-term.	Can set short and limited longer term goals.	Sets short and long term goals.	Sets appropriate and achievable long and short-term goals.
<b>Dealing with change</b>	Generally unable to adapt to changed situations.	Has limited ability to handle changes.	Can respond to changes that are personally desired.	Positively deals with changes.	Engages with changes in an active and positive manner.
<b>Organisation</b>	Needs considerable support to get organised.	Requires some support to get organised.	Moderately well organised.	Mostly well organised.	Very well organised
<b>Dimension 2: Relationships</b>					
<b>Peer connections</b>	Is withdrawn from others.	Connects with a small group of peers with similar life views.	Has connections to a small group of peers with a range of life views.	Usually open and engages with many other people.	Is nearly always open to others and relates very well with a wide range of people.
<b>Cooperation</b>	Is disruptive and uncooperative or very passive.	At times disruptive and uncooperative or passive.	Generally cooperates with others, but is occasionally disruptive.	Generally cooperates with others.	Very cooperative with others and supportive of them.
<b>Empathy</b>	Generally unable to empathise with others.	Shows limited ability to empathise with others.	Shows some empathy for others.	Able to empathise with other viewpoints.	Very empathetic and respectful of others' views.
<b>Dimension 3: Involvement in learning</b>					
<b>Attention and memory</b>	Has short attention span and difficulty remembering instructions and concepts.	Sometimes forgets instructions and concepts.	Usually remembers instructions and concepts.	Is almost always attentive	Always attentive and able to complete tasks without additional prompting.
<b>Participation in learning</b>	Doesn't attend school or walks out of classes.	Complies minimally with learning and instruction.	Completes work in most fields, but may need extra time.	Actively engages with learning and completes all tasks.	Actively engages with learning, often going beyond the set task to explore further.
<b>Literacy and numeracy levels</b>	Has low levels of literacy/numeracy.	Struggles with literacy/numeracy for basic daily tasks.	Can use literacy/numeracy to achieve most age-appropriate tasks.	Maintains high standard of literacy/numeracy.	Uses literacy/numeracy to broaden other learning.
<b>Resilience</b>	Gives up easily.	At times is easily overwhelmed by challenges.	Can manage challenges with support.	Manages many challenges by him/herself.	Enjoys challenges in many fields.
<b>Class participation</b>	Avoids answering questions and may provide irrelevant talk.	Responds to some questions in her/his field of interest.	Answers and may pose some relevant questions.	Contributes actively to class discussions.	May lead peer group in class discussions and debate.
<b>Satisfaction in work</b>	May destroy own work.	Appears to gain little satisfaction from own work.	Gains some satisfaction from own work.	Gains considerable satisfaction from own work.	Celebrates own work and achievements.
<b>Dealing with feedback</b>	Does not accept feedback.	Has limited capacity to accept feedback.	Shows some capacity for accepting feedback.	Generally accepts feedback.	Accepts and values feedback.

# Recording Student Engagement Matrix Levels in 2011 (17 May 2011)




## Using Engagement matrix levels

The school will have used the previous version of the matrix (or from now on will use this new version) in referring a young person to an ICAN or Mentoring program.


In addition, twice a year, the case manager, school staff member or youth worker, responsible for ongoing work with the young person, assigns levels of engagement and uses the results to plan appropriate intervention and support programs or other action, based on the young person's needs. In 2011, levels will be assigned, **using this new matrix**, in Terms 2 and 4, except for those young people starting a program later in the year, who will be assigned levels in Terms 3 and 4.

## Recording Engagement matrix levels

### Term 2, 2011

Name of young person:						School:
  to identify a level for each dimension						
Dimensions 	Significantly disengaged	Partly disengaged	Moderately engaged	Very engaged	Extremely engaged	[For school use, only:  Levels have been entered into EDSAS  Date:  Initials <span style="float: right;">]</span>
Wellbeing						
Relationships						
Involvement in learning						
EDSAS codes	01SD	02PD	03ME	04VE	05EE	
From needs identified by the above assignment of levels, the focus for increasing engagement will be:  ICAN: _____ _____ and the Flexible Learning and Transition Plan has been modified, if required.  <u>Mentoring:</u> _____						
Name of person assigning levels:		Assignment of levels date:		Signature:		

### Term 4, 2011

Dimensions 	Significantly disengaged	Partly disengaged	Moderately engaged	Very engaged	Extremely engaged	[For school use, only:  Levels have been entered into EDSAS  Date:  Initials <span style="float: right;">]</span>
Wellbeing						
Relationships						
Involvement in learning						
EDSAS codes	01SD	02PD	03ME	04VE	05EE	
Action recommended to be taken next year in response to needs identified by this matrix: _____						
Name of person assigning levels:		Assignment of levels date		Signature:		